

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method employed in this study. It consists of research design, research subject, data collection, and data analysis.

3.1 Research Design

The design of this study is qualitative research. Qualitative research is an inductive approach and its goal is to gain a deeper understanding of a person's or group's current experience (Hunt, 2000). In addition, Beekhyuzen (2013) stated that qualitative researches collect non-numerical data through a variety of methods (e.g. document analysis, literature reviews, focus group and interviews, surveys/questionnaires, observation). In this research, the researcher used descriptive qualitative research design because the study was intended to get deeper information related to the current status of phenomena. The phenomenon is an entity or the case of recent status of situation as it exists at the time of the study (Ary, Jacobs, Irvine, and Walker, 2018:393).

3.2 Research Subject

Research subject is an individual who contributes in the study or someone from whom the data are collected (McMillan, 2000:68). The subject of this study is the teacher of 10th grade students at SMA Al- Izzah Batu because the teacher is the developer of English Monopoly Game as the teaching strategy in reading class. The researcher will focus on the teacher applying English Monopoly Game at The Social Sciences class from 10th grade students at SMA Al-Izzah Batu.

3.3 Data Collection

The data for this study are obtained from the subject of the research implements the English Monopoly Game activity in teaching reading class before final examination week. The result is produced to discover the implementation of English Monopoly Game activity. To collect the data, the researcher needs instrument and procedures.

3.3.1 Technique and Instrument

Instrument is a tool to obtain the data. The researcher needs an instrument in order to make the research more accurate, complete, and systematic (Arikunto, 2006). According to Ari (2010:431), there are three main methods in collecting the data: observation, Interview, and document analysis. In this study, the researcher use observation and interview to collect the data.

3.3.1.1 Observation

Observation is the most basic method for earning data in qualitative research (Ary, 2002:430). According to Driscoll (2011), there are two common ways of observation; participant observation and unobtrusive observation. In participant observation, a researcher may interact with participants and become part of their community. Conversely, in unobtrusive observation, the researchers do not interact with participants but rather simply record their behavior.

Furthermore, the researcher has to determine a kind of role that will employ in the observation. Ary (2010) mentioned two common roles that can be applied during the activity:

a. Participant Observer

Participant observer is the observer/researcher is fully engaged with participants/students in the classroom. He or she naturally acts like the students' classmate rather than an observer, but the original students understand that he or she is observer.

b. Non-Participant Observer

Non-participant is the observer only observes the movement in the class without engaged with the classroom activity and participants.

Beside, to observe is more than just "hanging out", (Ary, 2010; 431). Based on that statement, the researcher will use field notes to maximize collecting data. The detailed, accurate, and extensive field notes can lead to successful outcome of the study (Ary, 2010; 435). Bogdan and Biklen (as cited in Ary, 2010) also suggested that it is possible to include photographs, audio or video recordings to facilitate the data collection in field notes.

In this study, the researcher will contribute as the non-participant observer and take field notes along with photographs. It is chosen because of three reasons: (1) the researcher will focus on how the subject of the research implements the English Monopoly Game in the class without getting involved in the classroom activity or participants. (2) Field notes can help the researcher to describe the detail activity in the English Monopoly Game activity in the class, (3) and take photographs to make the data collection more effective, accurate and authentic.

3.3.1.2 Interview

Interview is more like a conversation in purpose to get some particular information. Basically interview is conducted by face-to-face between the interviewee and the researcher as the interviewer in a meeting. Ary (2002) divided interviews into 3 types; structured interview, semi-structured interview, and unstructured interviews.

a. Structured Interview

Structured interview is organized for the particular purpose of getting deeper information from the subject, (Ari, 2010:438). In other hand, Denzin and Lincoln (as cited from Wahyuni, 2012) define the structured interview means that the interviewer has already prepared the series of the questions with limited set of response that would be asked to the interviewee. Based on that statement, the researcher assumes that the interviewer has to predetermine the question and alternative answer before the interview.

b. Semi-Structured Interview

Semi-structured interview is the questions are formulated but the interviewer may modify the format of question during interview process (Ari, 2010:438). It is more flexible than structured interview. The interviewer is allowed to bring up new questions during the interview and develop the question to keep the understanding of the topic being interviewed (Wahyuni,2012).

c. Unstructured Interview

Unstructured interview is more informal and unoccupied with a form. It is not planned in detail ahead of time; the researcher asks questions as the opportunity

arises and then listens closely and uses the subject's responses to decide on the next question (Ari, 2010;438). So, it is less necessary to predetermine the format of the question and alternative answer in this type of interview.

In this study, the researcher will commit to semi-structured interview. This type of interview is chosen because, in semi-structured interview, the researcher can develop the format of the prepared question and allowed to bring up new question during the interview so the researcher perceived to get more complex information.

3.3.2 Data Collection Procedure

According to Ary (2010), data collection provides the insight related to the context or a participant included audio and video recordings, photographs, games, artwork, or other items. As told before, the researcher will collect the data based on interview and observation. The procedure of data collection will be described as the following:

1. Observation in the classroom. Observation is becoming first step because the researcher conducts the observation before the students have a test. Basically, the English Monopoly Game is scheduled before the students have middle test or final test week. Based on that reason, the researcher can conduct the observation only once. The researcher will contribute as non-participant observer and using field notes. The purpose of this step is to discover the implementation of English Monopoly Game in the class.

2. Interviewing the English teacher. The observer will continue collecting the data through interview activity outside of the class after the data from the

observation in the selected class is collected. The interview will conduct one-on-one between the researcher and the teacher. The researcher will formulate a main question list that consist of 11 questions related to the study about English Monopoly Game and presume the alternative answer of the questions that probably will be answered by the subject of the research.

As mentioned before, the researcher chooses the semi-structured interview so it is possible to bring up new questions during the interview and allowed to develop the questions to ensure the researcher understands. In addition, the researcher intends to utilize a recorder as a tool during the interview section to provide the accuracy of the data.

3.4 Data Analysis

Typically, the researcher faces considerable amounts of interview transcripts, field notes, video data, audio recording, reflections, or any additional information from documents which must be examined and interpreted, and data analysis is a time consuming and uneasy process (Ary et al, 2010).

The collected data from this study will be analyzed and described into steps as a follows:

1. Identifying the result of observation about strategy in teaching reading used by the teacher, the implementation of the strategy used in teaching reading, the strengths and weaknesses of the strategy used in teaching reading at SMA Al-Izzah Batu.

2. Identifying the data taken from the teacher interview about English Monopoly Game as teaching strategy in reading that applied by teacher in learning process.
3. Classifying data based on the statements or purposes of the study. The researcher arranges the data in a series based on the statements of problems.
4. Classifying data from the observation based on the observation field notes, describing the teacher implementation of English Monopoly Game in learning process and describe students respond through the teacher's strategy in teaching reading.
5. Classifying the strengths and weaknesses of the strategy used by the teacher in teaching reading,
6. Confirming the result of the interview and observation then identify the strategy through the characteristic of strategies based on related literature.
7. Writing a conclusion descriptively based on the result of data analysis. The researcher took the conclusion and relates it with the theories presented on the review of related literature.